

BARGAINS FOR CASH!
I HAVE A FULL LINE OF
Boots, Shoes, Hats and Clothing
That I will sell AT COST, and LESS THAN COST for the CASH.
I also have a FULL LINE OF OTHER GOODS that I will sell VERY LOW for CASH. Good Bargains can be found here. If you don't believe it call and see, and you will not be disappointed.

TAKE WARNING!
After the 10th day of April next the Notes and Accounts of the old Firm of REED & MOORHEAD will be found in the hands of an Attorney for collection. Time and money can be saved by calling before then and settling with me.

March 20, 1885 37 **J. PINK REED.**

Christmas Gift!
A FINE \$50.00
Solid Gold Stem-winding Lever Watch
WILL be given away CHRISTMAS DAY to the person who comes nearest guessing the number of the Watch. One guess allowed for every dollar paid me on Note or Account, or for—
Watches, Clocks, Jewelry, Spectacles, Silverware, Organs or Planos.

GRAND REDUCTION
IN PRICES OF WATCHES
—AT—
J. A. DANIEL'S JEWELRY STORE.

March 20, 1885 37

J. P. Sullivan & Co.,
CASH DEALERS IN
General Merchandise.
All Grades New Orleans Syrups.
BACON, CORN AND FLOUR,
Large Stocks.
THE BEST COFFEE.
We invite all to come and see us.

Jan 15, 1885 27 **J. P. SULLIVAN & CO., Anderson, S. C.**

ARE YOU HUNGRY?
If so, a Visit to the City Grocery will do you Good.

KNOWING that just at this season housekeepers find it difficult to get up a good meal, we have thought nearly a—
CAR LOAD OF CANNED GOODS,
Which we are offering at prices that will make you feel happy. Buying in such large lots, we are enabled to sell these Goods at what small dealers have to pay for them.
Think of 11! Ten Cans of Tomatoes—the best—for \$1.00.
Give us a trial on these Goods. We are determined to sell them.
Fresh lots of BUCKWHEAT, FOUR KROUT, CABBAGE, ONIONS and POTATOES just in.
Remember the place—
T. R. TRIMMER & CO.,
Successors to C. A. Reed, Agent, Main Street.
Jan 20, 1885 20 All Goods delivered FREE inside City Limits.

STOVES! STOVES! STOVES!
OUR Stock of Stoves is very large, and we can sell them at prices as low as they can be bought. We have on hand a lot of Second-hand Stoves—some of them almost as good as new—and they are bargains. If you can't pay all cash, we will sell you for part cash, or on time for a good note. We have a complete Stock of—
Tinware, Crockeryware, Glassware, Hollowware, &c.,
The best assortment in this market. We keep almost everything in House Furnishing Goods. Have some handsome Dinner Sets in Lustre Band just received.
We sell all kinds of WRAPPING AND PRINTING PAPER, PAPER BAGS, TWINE, &c.,
And pay highest prices for HIDES, RAGS, BEESWAX, &c.,
In Cash or Barter.
Repairing done promptly, and in the best manner. Roofing and Guttering a specialty. Give us a call.
Feb 12, 1885 31

JOHN E. PEOPLES & CO.
SPECIAL ANNOUNCEMENT.
WE desire to call the attention of the Trading Public to our—
LARGE STOCK OF HEAVY GROCERIES,
Just arrived, a full line of Flour of all grades and prices, a Car of N. O. and Sugar-house Molasses, Sugar, Coffee, Bacon, Lard, Salt, and every article of Supplies that the Farmer needs. These Goods have been all laid in at the lowest figures, and we propose to give our customers the benefit of all our declines.
An examination of our Goods and comparison of Prices is all we ask, and we guarantee to give you a bargain. ALL GROCERIES GUARANTEED PURE. No mixed New Orleans Molasses.
To those who owe us for Goods bought the past year, we would remind them that we expect an early settlement. After the 1st January, 1885, we propose to push all past due Accounts. Come and arrange these old Accounts and get a clear receipt. We are compelled to have our money. Your Account may be small or itself, but in the aggregate it amounts up to us, and we trust that all of our customers will not overlook this.
Dec 18, 1884 23

W. S. LIGON & CO.
SPRING AND SUMMER GOODS.
Now in Store and to arrive a
A FULL STOCK OF GENERAL MERCHANDISE,
STAPLE AND FANCY DRY GOODS, NOTIONS, GROCERIES, HATS AND CAPS, CLOTHING, BOOTS AND SHOES, HAREWARE, SADDLES AND BRIDLES, CROCKERY AND GLASS WARE.
Bacon, Lard, Corn, Sugar, Coffee, Molasses, &c.
ALL of which I will sell LOW for Cash or Barter. Give me a call before buying, at No. 10 Granite Row
W. F. BARR.

Take Notice and Govern Yourselves Accordingly.
N. O. FARMER & BRO.
Have Just Received a Large and well assorted Stock of
DRY GOODS AND NOTIONS,
BOOTS AND SHOES,
HATS AND CAPS,
TRUNKS AND VALISES,
SADDLES AND BRIDLES,
SUGAR AND COFFEE,
BACON, LARD, FLOUR, MOLASSES,
And in fact EVERYTHING generally kept in a first-class General Store, all of which we sell at the very lowest cash prices. It will pay any one to call and examine our Goods and prices before they buy.
Those indebted to us will greatly oblige us by an early settlement of their Accounts and Notes, either for Merchandise or Utilities, as we must be able to pay our money.
N. O. FARMER & BRO.
BOOTS AND SHOES. Sam and Magnet Shirts. MANUFACTURED for us by the best workmen in the South. No better in any market. A. B. TOWERS. 6-4-7, 1885

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Anderson Intelligencer.
TEACHERS' COLUMN.
J. G. CLINKSCALES, Editor.

We are grateful to our friend, Prof. J. Avery Finger, of Charleston, for an invitation to visit the Crafts School, of which he is principal. He promises to show us around among all the free schools of Charleston. That would be delightful, and we think we could make a visit to the graded schools of Columbia and the public schools of Charleston profitable not only to ourselves but to the public schools of Anderson County. A School Commissioner can not see too much of such things—he cannot be too well posted about every thing pertaining to his line of business—but here comes the rub, and here the difficulty: School Commissioners have to "share close to make ends meet." Were we getting a salary that would warrant such a trip, friend Finger's invitation would certainly be accepted, and we would spend a week studying the excellencies of the public schools of the city by the sea.

Just hold your breath now and listen, and we'll soon see whether the State Board of Examiners will give the Normal School to Anderson this year. Judge Murray is our member of that Board and promises to put in some solid licks for us. It seems to us the Board ought to decide that question in three minutes. There would be several disadvantages connected with having the Normal in Charleston. What up-country teacher wants to spend the month of August in Charleston? After a session of laborious and exhaustive school-room work the teacher finds it more pleasant generally to go toward the mountains than toward the sea. Outside the consideration of health and comfort, board can be had at much cheaper rates in Anderson than in Charleston. But let it be held wherever the most good can be accomplished. Would Charleston be effected to a very considerable extent by the School? Would many people in Charleston know that such a thing was actually in existence in their midst? Why would they? It's nothing new for them. They have operas, lectures and entertainments of so many kinds there that the exercises of the Normal School would attract very little if any attention. Our opinion is that much more can be accomplished by holding the School in a smaller town—one just about the size of Anderson.

IMPROVED METHODS.
Teachers must improve their methods of teaching. The people are demanding better results. They are beginning to look with more than a passing interest at the progress of the teachers. They are securing the best positions. Old fogies may oppose the new education, and try to make teachers slide along in the old ruts, but their power is waning. The teacher who is content to keep quiet and ask questions from the textbook, must wake up or leave the profession. The teacher should be the living soul of the school, to understand the needs of the child, to stimulate and direct the energies of the child, and to draw out its faculties in such a manner that it may be educated, developed, in accordance with nature's plans. Is the teacher unimpaired by to-day's lesson? Have I followed educational principles? Am I supplying the child's needs? These questions should be ever in the teacher's mind. If these questions can be intelligently answered in the affirmative, the teacher is successful; if not, he needs to continue the study of education.
—Jowa Teacher.

INDUSTRIAL EDUCATION.
Mr. Thomas Hardeman, of Georgia, has given much time and investigation to one branch of the educational problem, and has succeeded in collecting much interesting information. In his view, the fundamental principle of industrial education is that the system is the neglect of instruction and training for useful occupation. Mr. Hardeman is not an enemy of the public school system, and his array of statistics and opinions is intended to display its defects, and not to impair its value. He advocates industrial or mechanical tuition in the public schools, so that by practical hand-work pupils of every condition may be taught the interests of nature, and obtain some knowledge of engineering, physics and the practical arts.
England has 800 trade schools with thirty-five thousand pupils. In France there are trade schools in eighty cities, with thirty thousand pupils. Prussia has two hundred schools, and Bavaria one hundred and fifty. The United States there were only seventy-five trade schools in 1876, with about seven thousand, five hundred pupils. There is evidently a great room for development, therefore, in the direction pointed out by Mr. Hardeman, but it is not a trade school, as it is proper to say, that the free schools should be, or be made, a free elementary education. The industrial schools which are advocated ought not to be made an additional charge upon the public.
—News and Courier.

WORDS MISUSED.
CURIOUS for strange, unusual, &c.—"Curious" is equivalent to "inquisitive," and ought to be kept in that meaning. It is very fashionable of late, however, to use it in the sense of provoking inquiry, or worthy to be inquired into. "A curious child finds a curious flower," and makes a curious remark about it. It is a pity to use a word three times in a single sentence, in three different senses. Descriptions for kind, sort, &c.—A description is a setting forth of the peculiar qualities of an object, so that the object may be recognized thereby. This is a very different thing from sort, or kind, or class; and yet we sometimes hear of persons or things of every description, when the speaker clearly meant to speak of persons or things of every class.
EXAMPLE for problem.—An example in Arithmetic contains the solution of a problem, as a model for the pupil's guidance. A "problem" contains work to be done by the pupil. Many text-books commit the mistake of calling all their problems examples.
DECIMAL for fractional.—It is a great pity that nearly all our text-books in Arithmetic call the figures on the right of the decimal point "decimals," and the figures on the left of the decimal point "fractions." This is a very different thing from sort, or kind, or class; and yet we sometimes hear of persons or things of every description, when the speaker clearly meant to speak of persons or things of every class.
The Arabic system, which we use, is called the decimal system, because a unit of each order is worth ten of the next order on its right; and this law operates exactly alike on both sides of the point. So that, when we say a certain number, we are really saying a certain number of units of two things to distinguish one of them from the other. Why not call the figures on the left of the point "integers," and those on the right "fractional"? This would state the case at least just as it is.—Williamson Herald.

EDUCATION OF THE FUTURE.

The education of the past devoted its attention exclusively to the mind. The education of the future is to include with mental training all the relations of the body. The old system forgot that faculties of mind are but functions of the body. The new system keeps this in mind in remembrance. The system of the future is not wholly of the future. It is already far advanced to its establishment. The time has gone past when we could say, as Herbert Spencer did twenty years ago, that the most important interest in the rearing of the offspring of all creatures except themselves, and that the feeding and training of animals are thought worthy of the consideration of a gentleman who would not deign to stoop to bestow a thought on the feeding and training of human beings. The dependence of mind on body generally, and the importance of preserving health in the young in order that they may benefit by tuition and training, are understood. It is admitted that teachers and parents ought to know something of the nature of the human economy and the laws of health, and that schools should be conducted on hygienic principles. The improvements have been effected in regard to the diet, clothing and cleanliness of children, whether in the nursery or the school-room, and the provisions made for healthful exercise in play-grounds, gymnasia and swimming-baths. The teacher and the parent are in constant communication with the child, that "to be a good animal" is the first condition of success in life. But notwithstanding this marked advance in educational policy, it must still be alleged, as Dr. C. Creighton Brown, in his book of Health, that the relations of body and mind are very inadequately understood by educators. Their conversion to muscular Christianity has been effected more by the observation of the teacher than by the action of the child. 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